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ABSTRACT

The 1987-1988 Project SPIRIT programs were evaluated for effectiveness from the points of view of the participants, both parents and children. An initiative of the Congress of National Black Churches that was begun in the summer of 1986, Project SPIRIT aims to nurture children's strength, perseverance, imagination, responsibility, integrity, and talent through after-school tutoring and living skills enhancement, parent education, and pastoral counseling training. Assessments of 253 5- to 7-year-olds in Indianapolis, Atlanta, and Oakland were made, and pilot data from parents in Oakland were collected. Evaluation findings indicate that parents: (1) perceived an improvement in children's behavior; (2) felt that the program components their children most liked concerned Black history and the positive contributions of the Black race; (3) averaged less than a high school education but expected higher achievement from their children; and (4) exhibited unusually high levels of stress. The majority of parents were members of Baptist churches, though attendance was irregular. The vast majority of the children attended Sunday School. Black children maintained positive feelings about themselves throughout the year. Children accurately identified themselves by race. Recommendations for program improvement are offered, and tables of data are appended. (RH)

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Project SPIRIT Evaluation Report

1987–1988

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Introduction

The Congress of National Black Churches, Inc. (CNBC) is an umbrella organization of the historical African-American religious denominations across the United States.

Founded in Indianapolis, Indiana in 1978 by Bishop John Hurst Adams, 87th Bishop of the African Methodist Episcopal Church, CNBC is designed to mobilize the institutional powers of the Black church to address the needs of African-American people. The six participating denominations in CNBC are:

- The African Methodist Episcopal Church;
- The Christian Methodist Episcopal Church;
- The Church of God in Christ;
- The National Baptist Convention of America, Inc.;
- The Progressive National Baptist Convention, Inc.; and
- The National Missionary Baptist Convention of America

CNBC headquarters are located in Washington, DC and is governed by a 24-member Board of Directors and 6 Board Consultants. The Board sets policy that addresses the spiritual, educational, cultural, and economic needs of African-Americans.

As a non-profit organization representing approximately 15-million church goers, CNBC receives primary funding for its program operations from The Lilly Endowment of Indianapolis, The Carnegie Corporation of New York, and The Ford Foundation.

In the summer of 1986, CNBC initiated a unique, pilot project to demonstrate that African-American churches could conduct comprehensive after-school and parenting education programs effectively. With funding from The Carnegie Corporation of New York, 3 model sites were established in Oakland, California; Atlanta, Georgia; and Indianapolis, Indiana. With a total of 15 churches, the After-School Tutorial and Living Skills Program, and parent training efforts, Project SPIRIT set out to prove that the Black church, with its manifold resources, is the natural and most accessible community-based organization to address the myriad problems which impact African-American families.

Project SPIRIT is an acronym for the following attributes:

Strength
Perseverance
Imagination
Responsibility
Integrity
Talents

It seeks to nurture these qualities through after-school tutoring and living skills enhancement, parent education, and pastoral counseling training.

The research and training component of Project SPIRIT is the National Technical Resource and Training Center. It monitors and evaluates the project and provides quality control, instructional certification, and supporting materials. To this end, an evaluation protocol was designed to measure the program's effectiveness and to develop a profile of its participants and their perceptions.

The Project SPIRIT 1987-88 Evaluation Report offers an opportunity for insight into the participants' attitudes toward color, religion, education, stress, and more. Results of the 1988-89 evaluation will be available in the Fall of 1989.

An important note – as with most research, readers will be less familiar with the humans than with the numbers. We want to take this opportunity to thank those young people in Project SPIRIT for allowing us to learn so much from them, and their parents for entrusting their little shining stars to us and sharing in this growth experience. In saying "Without them this project would not exist", we state a reality that is propelled by volunteerism, dedication of African-American men and women, and commitment to making a difference.

In the original, visionary statement, it was believed that the community and private foundations could collaborate to develop programs that would enhance the lives of African-American families. We acknowledge The Congress of National Black Churches and The Carnegie Corporation of New York for their commitment and support of this vision.

Stay in the SPIRIT!

VANELLA A. CRAWFORD
Project Director

Executive Summary

The 1987-1988 Project SPIRIT programs were evaluated for effectiveness from the children's and the parents' points of view. Assessments of 253 children were made in the Fall of 1987 and Spring of 1988, in the three cities in which the program existed: Indianapolis, Atlanta, and Oakland. Data were collected from the parents in one site, Oakland, on a pilot basis and will be expanded to all centers during the 1988-1989 school year.

Children were between five and seven years of age; half of whom were in the first through third grades, a third were in fourth through sixth grades, and a tenth were in seventh through ninth grades. Half of the parents maintained their families within a marital state, and half of the mothers lived with their children in a variety of living situations. The single mothers lived alone, with grandparents, and with other men.

Half of the parents had less than a high school education, although a wide diversity was found. The parents' jobs reflected the lower educational attainment. Over half of the families were at or below the current poverty level.

The parents felt that there had been a positive improvement in their children's behavior. They felt that their children's grades had improved. Parents liked the components of the curriculum, but they felt stronger for the Tutorial program than for the Living Skills component. They felt that what the children needed was to receive more help with their math and reading. The parents said that the children's self esteem and positive racial attitudes that were developed ranked second in their preferences of components.

The parents felt that their children most liked the Black history and the positive contributions of their race, which they gained from the program. The children also liked the friendships, games, and the help with their homework. Parents would recommend no major changes in Project SPIRIT. They would clearly recommend the program to other parents. The program also performed an important role in child care of the children.

The Oakland pilot parents had on the average less than a high school education, but their expectations for their children were much higher, as were the expectations of the children themselves. The occupational goals were also high, for they wanted to finish college. Such goals were shared by both parents and children. Over the year, both the occupational and educational aspirations of the children increased. There were no gender differences on desire for achievement. Children in Atlanta did have higher aspirations.

Parents exhibited unusually high levels of stress in their lives. Their greatest stress came from their jobs, closely followed by parenting concerns.

The majority were members of Baptist churches. However, their attendance was irregular. The vast majority of the children attended Sunday School. Girls attended Sunday School more regularly than boys even at this age range, indicating that the girls may be more protected and are able to receive socializing messages related to achievement from their teachers. The attendance grew significantly over the course of the year.

Black children have been found to have positive feelings about themselves on the self esteem measures. They maintained this positive assessment of themselves over the course of the year. Those children who were younger had more positive self esteem; however, the older children held higher educational aspirations. The children were also happy about their lives and with their families. Parents also felt relatively happy with their family and in general.

The children accurately identified themselves by race. They and their parents felt that Blacks were the most preferred group. Color did appear to be a consideration in their lives. If skin color was not an issue for them, they would indicate non-preference for color. However, very few of the children indicated no skin color preference was held by either themselves or their mothers. Their mothers were perceived as preferring medium skin color. The parts of the Project SPIRIT that reinforced knowledge of their Black heritage, culture, and self esteem were very much needed.

Demography and Background of Children and Parents

CHILDREN

There were a total of 253 children on which both pre-test and post-test data were obtained. The children were located in three cities, Atlanta had 83 (33%), Indianapolis had 65 (25%), and Oakland had 105 (42%) of the children. (See Table 1 for the exact number within each church.)

Of the total number, 116 (46%) were boys and 137 (54%) were girls. Their ages ranged from five to seven years of age(18%); four through six years (64%); and eleven through thirteen years (19%). The children were enrolled in three grade segments: 49% were first through third grade, 38% were fourth through sixth grade, and 13% were seventh through ninth grade. (See Table 2.)

PARENTS

The pilot was run at Oakland, resulting in complete data being collected on forty three parents. In each case, the mother was the one who answered the questionnaire, but data were obtained about both parents. The mean age of the parents was 28 years, with a range of 24 to 41 years old. Ninety five percent of the parents were Black, and 5% were Other, usually a mixture of Hispanic and parents of mixed race.

Marital Status

Fifty percent were married, 31% were single, 14% were single, but in a coupled or married like relationship, and 6% were divorced. No one indicated that they were separated or widowed. We asked who was living in the house with them: 49% lived with their husbands; 42% lived with their children alone; 7% lived with their children and other relatives; and 2% lived with another man, and her own children. (See Table 3.)

Education Levels

The educational level, or the highest degree obtained, and the occupation of both parents were obtained. The educational level of the parents was diverse, but tended to concentrate at the lower end of the scale. Fifty-four percent of the mothers and 67% of the fathers had a high school or lesser education. (See Table 4A.)

For the fathers, 36% had completed high school, 31% had less than a high school degree, 31% had some college, and 3% had a master or doctorate degree. For the mothers, 30% had less than high school, 24% had completed high school, 9% had gone to trade school or business school, 30% had some college, 3% had a college degree, and 3% had a masters or doctorate.

The lower educational attainment level of the parents was reflected in the jobs that they held. Unemployment was high among the parents, for 44% of the mothers and 35% of the fathers were unemployed.

Occupational Levels

The fathers were in jobs that were: unskilled (23%), semi-skilled (14%), skilled (18%), small business owner (2%), administrative, artist, or singer (2%), and managers (5%). Neither the fathers nor the mothers were executive or in major professional positions. The parents had worked for an average of 10.79 years, with a range from 4 to 15 years. The parents' occupation was obtained and then was translated into the standard occupational categories. The mothers held jobs that were: unskilled (12%), skilled (21%), managers (8%), and administrative personnel, artists, or singers(15%). The fathers had more diverse jobs. (See Table 4B.)

Income

The incomes also varied widely. Fifty-five percent of the families were clearly at or below the $14,000 poverty level for an urban family of four at the 1988 level (The Washington Post, 9/1/88, p. A1). Thirty three percent were clearly below poverty level, for they earned from zero dollars to $9,599. Another 22% were at or below the poverty level, for they earned from $9,600 to $14,599. Eight percent earned $14,600-19,599, 27% earned $19,600-24,599, and 10% were at the $40,000 + level. (See Table 4C.)

Evaluation of Project SPIRIT by Parents

One of the reasons that we wanted the parents to respond to our evaluation form was to get their evaluation of Project SPIRIT after their children had been involved for almost a year (See Table 5.) They had a mean of 2.12 children enrolled in the program.

They were referred to Project SPIRIT by the Church (41%), they were given a bulletin by friend or a person in the program (26%), saw posters (26%), and referred by the school (7%). The wide diversity of church memberships of the parents indicated that the recruitment of participants was successful in getting children who were members of other churches and had no membership. Recruitment was wider than the memberships of that particular congregation.

Improvement of Children as Result of Project SPIRIT

We asked the parents if they felt that there had been an improvement in their child's behavior and attitude, on a scale of 1 to 10, with 10 indicating great improvement. Their mean score of 7.24 was a very positive response. Seventy-eight percent felt that their children showed positive improvement.

Has there been a grade change? The response was 75% yes and 25% no, indicating that the vast majority of the children had improved their grades since being in Project SPIRIT. (See Table 5.) There were no significant differences found in the improvement of behavior between gender groupings. (See Table 13.)

While there was no outside verification of the responses that the parent gave us, this will be done during the second year when all of the parents will fill out the form and we are able to check the results with the schools.

Parents' Preference for the Program

The parents indicated the phase of Project SPIRIT that they liked most. Thirty three percent said that they liked both of the components of the program. Their response was that they liked the Tutorial (41%) more than the Living Skills (26%). The high rate of approval for the help with homework and skills is an indication of the dependence on Project SPIRIT program to help the children with their homework. This is a very important concern for them because of the long hours that they work and are often unable to spend time with the children.

There were differences found among the sites ($X2\ (6) = 19.77$, $p < .003$). Parents in Indianapolis liked the Tutorial part of the project, while those in Oakland preferred the Living Skills portion.

Parents' Interpretation of What Children Received From the Program

We asked the parents to tell us, on an open ended measure, just what did their children get out of being in the program. Their responses ranged over four categories and the largest response being that a combination of these four benefits (37%). The greatest individual benefit was help with their math and reading (15%). The next highest was a tie: the pride they gained and good self esteem (10%); and the children developed a positive view of ethnic history and race (10%). Then the parents indicated that group activities were the greatest things that the children got of the program: games, field trips, and art projects. After the response of the combination of the four, they next desired church and Bible study (12%), although these categories were not part of the curriculum. (See Table 5.)

When the parents were asked what their children liked best about the program, several key responses were made. They said that the children liked the information about the history of their race and the positive contributions of their race best (19%). They valued the friendships (14%) and the group activities and games (12%) that occurred in the program. They then enjoyed the study time and the small group help with their homework (10%). The children said that they liked a combination of the above questions (29%). In addition, they liked the teachers (12%) and the gifts that were exchanged (2%).

Parent Recommendations

When they were asked if they would recommend this program to others, 98% of the parents indicated that they definitely would. (See Table 6.) They were asked to make specific recommendations for the staff of Project SPIRIT, again on an open ended basis. The majority of the parents (64%) answered that no changes were needed and the project should stay the same. The changes that the parents felt were needed were constructive: more physical exercise (12%), make the program year-round and move it to churches that were closer to their homes (10%), more Biblical teachings (5%), more volunteers (3%) and more parent volunteers (3%), or combinations of the above (8%). No differences were found between the city sites.

Child Care Concerns

When they were asked who kept their children after school, 60% of the children were kept by the parents and did not require child care. This indicated that the program was meeting an important element, for many of the children would have been latch key children without the program. Project SPIRIT's hours were sufficiently long enough (5%) that no other care was needed. When child care was needed it was provided by other family members (15%), child care centers (8%), and a combination of care. When the children were ill and could not go to school, the children were taken care of by their mothers (67%), grandparents (14%), another family member or sibling (12%), or a combination of these resources were used (2%), depending upon the situation. Five percent of the parents indicated that no one provided care. (See Table 7.)

Parents' Perception of Stress in Their Lives

One of the elements that has been found out about today's parents is that the levels of stress in their lives are very high. For this reason we wanted to get a measurement of the stress and the sources of stress that the parents of our children are facing.

The levels of stress that they perceived in their lives was very strong and wide ranging. The mothers were given eleven sources of stress in their lives, and were asked to indicate how much stress they felt in each area on a scale of one to ten, with one indicating low, and ten indicating high stress. This stress scale, Perceived Sources of Stress, is highly correlated with Holmes and Radhe's (1967) Significant Life Events, and Belle's (1980) stress events that are related to women. The 65 events of both scales were put into nine categories of stress. Two additional sources of stress were added, in light of the race and gender of those who were filling in the instrument.

The total perceived stress mean score was 72.63, out of a total possible score of 110, an unusually high score. The mean score that was obtained indicated that these parents perceived that they were under extreme stress in their lives. (See Table 16.) On a group of single mothers (N=318), McAdoo(1986) obtained a mean score of 41.26, or an equivalent score of 50.40 on the eleven point scale that was used on this form of the test.

The mothers' responses were ranked and their highest reported source of stress was (1) "your work" (7.24 mean score). The 56% of the mothers who worked saw their work as extremely stressful. This was followed in rank by (2nd) "parenting" (7.14), (3rd) "health and safety" (7.12), and (4th) "finances" (6.09). The next ranked scores (5th through 8th) were similar in size, "housing (5.83), race related (5.67), gender related" (5.61), and "male-female relations" (5.58).

Educational and Occupational Goals and Expectations of Children and Parents

The children were asked for responses to two major questions about education and occupation: (1) their overall highest aspiration or goal, (2) what they expect to achieve, and (3) the education that they will need to reach their occupational goal. The parents were asked: (4) the educational and (5) the occupational aspirations or goal that they had for their children. (See Table 8.) Aspirations and goals would indicate the highest level of education that they would aspire to, and the occupation that they would like to have. In other words, their idealized level of achievement. On the other hand, educational and occupational expectations would be the jobs and the educational level that they feel they would most likely obtain. The expectations would be tempered with the reality of finances, availability, and their own motivation to delay their gratifications.

Educational and Occupational Aspirations and Goals

Overall the parents have obtained less than a high school education, but their children expect to attend college. The children had high educational aspirations and goals, for 75.7% wanted to finish college and 8% wanted to obtain graduate degrees, a total of 83.7%. High school was the goal of 13.5% and only 2.8% wanted to finish less than high school. Their expectations were still high, but comparatively lower than their educational aspirations and goals, for 64.9% expected to finish college, and 10.8% expected to obtain a graduate degree, for a total of 65.7%. The distribution was wider on actual expectations, for 4% expected to only finish junior college; 2.7% trade school; 10.8% high school; 2.8% less than high school; and 4% did not know what they would do.

Aspirations and expectations did not differ significantly for the children, for when they were questioned, college was expected on both. When the educational variables were correlated, all were found to be significantly correlated in each of the three geographic sites. ($p < .02$ - .000; See Table 11.)

The parents' educational expectations were appropriately high, but comparatively lower than their children had indicated. However, when you examine their aspirations for their children with what they themselves were able to obtain, you have the classic pattern of the parents wanting their children to have more education than they themselves were able to receive. (See Table 8.)

There was a wider but lower distribution of scores. Fifty-three percent of the parents expected their children to reach college (42%) or graduate school (10%). This was, however, lower than the 83.7% of their children who aspired to attain college or higher. They expected their children to attain a junior college degree (18%), trade school (8%), high school (15%), and less than high school (8%).

Gender Differences on Educational Goals

We were interested in gender differences in occupational and educational differences in light of the differences that are becoming evident in educational achievement scores between girls and boys, with the boys showing very poorly. There were no significant gender differences in educational aspirations ($t(175) = 0.19$, n.s.); educational expectations ($t(171) = 1.23$, n.s.), nor in occupational aspirations ($t(181) = 1.42$, n.s.). Both boys and girls had very similar aspirations, goals, and expectations. (See Table 12.) There were no significant gender differences in the three areas. There were differences found in the educational requirements for the occupational aspirations ($X2(7) = 14.44$, $p < .04$), for more of the girls gave higher, and more accurate, estimations of the educations that they will need to obtain to get the jobs for which they aspire. (See Table 13.)

Differences in Educational and Occupational Goals Among Sites

There was one significant site difference found between the three locations. Children in Atlanta had higher educational aspirations, for more of them expected to finish college and graduate school ($X2(6) = 15.50$, $p < .02$) than those in Indianapolis and Oakland. (See Table 14.) It is assumed that the proximity of the many Black institutions of higher education in the Atlanta area are a contributing factor. There were no significant differences on educational expectations, occupational aspirations, and educational aspirations that were needed to match their occupational aspirations. (See Table 15.)

The occupational goals that they aspired to were representative of those who would expect to finish at least college, but also reflected a wide distribution of desires. They indicated that 36.5% wanted to become a minister, nurse, teacher, or a professional athlete; 25.7% wanted to become a lawyer, doctor, judge, or scientist; and 23% wanted to become a policeman, fireman, secretary, or work in the post office. The rest were distributed over artist or singers (8%); work with their hands, bus driver, or mechanic (2.7%); or to be a waitress or have to an unskilled job (1.4%). Only 2.7% were undecided, and nobody wanted to be unemployed or to be a housewife/husband and not work.

There was no significant difference found between parents' occupational aspirations and those of the children, for both were high. Marital status of the parent was not found to be a factor of occupation, for both married and single mothers had high aspirations for their children. (See Table 9.)

Education Needed to Meet Occupational Goals

We then asked the children what education would be needed to meet their occupational goals. They indicated an awareness of the education that was needed, for 72.6% of them felt that they would need at least college and 62.2% aspired to positions that required at least college. College was indicated by 39.7% and graduate school by 32.9%. The other educational levels were appropriate for their goals. (See Table 8.)

The occupational aspirations and the educational aspirations that were required were found to be consistently high ($X2 (12) = 24.11, p < .01$). (See Table 10.) Over a period of the year in Project SPIRIT, their educational expectations and occupational aspirations did show significant change ($t (177) = .41, p < .000$). (See Table 19.)

The occupational goals or aspirations that the parents wanted for their children were very similar to those goals of the children themselves. They expected the children to move up the occupational ladder and settle into good jobs.

Comparisons Between Parent and Child Data

The parents' actual educations were compared with the children's aspirations. No significant differences were found on the desires of both the parents and their children. (See Table 9.) No significant difference was found between the parents' educational expectations and the children's educational aspirations and expectations, and the educational aspirations needed for their preferred job.

Religion in the Lives of Project SPIRIT Children and Parents

Church Memberships

The majority of children (49%) and parents (79%) were members of Baptist Churches. The other children were members of the Church of God in Christ (15%), and 10% each in the African Methodist Episcopal, Christian Methodist Episcopal Churches, and other denominations. Only 1% did not belong to a church. (See Table 17.)

In addition to the 79% Baptist, the parents were members in the Christian Methodist Episcopal (13%), African Methodist Episcopal (5%) Churches, and 8% were in other denominations. There were no site differences found between the three cities.

Church Attendance

Church membership does not predict the actual attendance by parents, for they did not go to the churches of their memberships. The parents themselves indicated that 53% of them did not attend a church. Those 47% who did attend went to Christian Methodist Episcopal churches (24%), Baptist (12%), and African Methodist Episcopal Churches (12%). When parents were questioned about their religious sentiments, 55% said they were very religious, and 45% were fairly religious.

Children indicated their parents' attendance at church rather accurately, 40% of them said that their parents never went to church. The children said that 37% of their parents attended once or twice a month, 21% attended a few times a year, and only 2% went to church every week.

No significant chi-square differences by gender were found on church memberships, family denominations, and the frequency that parents attended church.

Sunday School Attendance

Sunday School was attended by 74% of the children. Church attendance was slightly lower, for 53% attended church every week, 29% attended once or twice a month, and 7% attended a few times a year. Ten percent never attended church.

The children were compared by gender on the religious variables. Sunday school attendance was the only variable on which the sexes did differ ($X2 = 10.06, p < .03$). Girls were found to attend Sunday School more frequently than boys. Almost twice as many of the girls reported that they attended weekly, and twice as many attended two or three times a month when compared to the boys.

This is significant that a sex difference would be found at such an early age. This may indicate that the girls were more protected than the boys. It would indicate that the girls are receiving more of the socialization that is provided by Sunday School and churches that could be reflected in the ability of young girls to go further in school, as well as implications for other socialization behavior. (See Table 18.)

When the difference in Sunday School was compared over the entire year, the mean attendance of the children did improve significantly ($t (32) = .39, p < .03$). (See Table 19.)

Self Esteem of the Children

The development of more positive self esteem was one of the overall goals of Project SPIRIT. It is felt that a cyclical relationship exists between achievement in school and feelings of self worth. Therefore attempts were made to give the children experiences that would enhance their self esteem. It was important to measure the children's self concept in order to monitor the progress in maintaining, or in increasing the positive feelings that the children may be feeling.

The Engle Self Concept Scale was used to measure self esteem on an individual basis. In this scale the child was shown an illustration of two stick figures standing at both ends of a stepladder that had five steps. One figure was identified as having positive characteristics (happy) and the other was designated as negative (sad). The child's self evaluation statement was rated by his/her placement of a mark on one of the rungs of the ladder illustration. Seven different selections were made using the adjective pairs: "appearance, strength, likability, ability, happiness, bravery, and following rules".

Similar self esteem scores were obtained at both testing times – the mean score was 33.00 in the Fall and 32.19 in the Spring. They did feel good about themselves in relation to others. (See Table 20.) The self esteem score indicated that the children had a positive self concept. The total and all of the subtotal scores did not change significantly over the course of the year. This was probably due to the very high score that was obtained on the scale.

There was no gender difference on the test; the boys and girls had non-significant self esteem scores. No significant site differences were found on the self esteem scores.

Self Esteem and Other Variables

The self esteem scores were correlated with the aspirations, grade, and ages of the children. (See Table 21.) Educational aspirations were found to correlate with the sub-scale "Always follows the rule" ($r(138) = .138$, $p < .058$). There is a strong tendency for the aspirations to be higher when the child had a preference for following the rules.

There was a significant correlation between the age of the children and some scales of self esteem. The younger children had significantly higher total self esteem scores ($r(194) = -.222$, $p < .001$). The younger children's scores were also higher on "smart, happy, brave, strong, never follows the rules." (See Table 21.) There was a strong tendency for a correlation between ugly and non-significantly correlation between age and "kids like him/her." This is one of the important areas that Project SPIRIT should examine, for this is a tendency for the optimism of the younger children to be lost as they get older.

In light of these above correlations, age and educational aspirations were correlated. We found that the older the child the higher the aspirations they held for their own education ($r(192) = .205$, $p < .002$). So their aspirations improve as they get older.

Happiness Scale

The standard Happiness scales that are used throughout the country were employed. The children were asked:"How happy do you think you are?" and then we asked the family happiness scale: "How happy is your family?" (See Table 22.)

Children's Happiness

The children reported that they were very happy with their lives. On the pre-test: 77% were happy and 19% were "so-so". The post-test results had similar, but higher, results: 85% were happy and 14% were "so-so". On the family questions: 73% were happy on the pre- and 81% on the post- test. No differences in happiness were found between the three different sites. (Table 15.) Because the results were high on the first tests, the higher post-test scores were non-significant.

Children who were happy in general also were happy with their families ($X2(6) = 36.38$, $p < .000$). Children who were happy also scored higher on the smartness self esteem scale ($X2(6) = 13.53$, $p < .03$).

Parents' Happiness

The parents were asked the Happiness scale on a more adult level: "In general, how happy do you think you are?" They were then asked the family happiness question: "How happy are you with your present family situ-

ation?" We then asked two additional happiness scales: "How happy do you think you will be 10 years from now?" and "How happy or satisfied do you think your child will be?" All of the questions were scaled on 1 -10, with 10= very happy and 1=very unhappy. With the four questions, a total score was possible of 40 points.

On the Happiness scale, the parents' mean score was 7.07, indicating that they were pretty happy. The mean score for family situation was much lower: 5.73, indicating an average or lower satisfaction with their family. However, they do expect that things will get better in the future. In ten years the mean score was 9.21, indicating that the parents have high expectations for the future. The parents indicated they expect the children will be relatively happy, with a high mean score of 8.58. The overall scores of 28.21 indicated that the parents were relatively positive overall.

Racial Attitude Scores

Another one of the goals of Project SPIRIT is the enhancement of the children's attitudes relative to their own race and their solid identification with the positive aspects related to their racial group. The curriculum of Project SPIRIT at several points in the program involves the expression of Black pride. The issues related to their racial attitudes is considered to be part of the development of feelings of positive self worth and therefore the positive achievement in their school related tasks. The ideas that children have are the results of the value messages that are passed on to them by their parents through the socialization process. They are reinforced by the media, other kids, and the adults within their lives. Therefore, measurements were made on the parents', the childrens', and the wider society's racial attitudes.

Self Identity and Labeling

The children were given a series of questions and procedures that attempted to get an assessment of their racial identity and the labels that they use in reference to themselves. (See Table 23.)

Racial Self Identity

Children were shown a picture of a group of children that included both males and females of African-American, Hispanic-American, Asian-American, and Caucasian racial groupings. The children were asked to identify the persons of a particular group. They were asked to identify separately: "Show me a White person; Black; Asian; or Hispanic person."

They gave correct identification for the individuals by race: Blacks 100%, Whites 89%, Asian 83%, and Hispanic 55%.

Racial Group Identity

An attempt was made to get the identification of a self racial group to which the child belonged. The children were asked "What are you?" All of the possible racial group names were presented. They called themselves appropriately 100% of the time. They called themselves Black 86% of the time, Afro-American 6%, Negro 7%, and Colored 1% of the time.

The children noted that their parents called themselves accurately 89% of the time. The labels were: Black 79%, Afro-American 3%, Negro 3%, and Colored 4%. The children further felt that their parents called themselves Native American 3% of the time, White 1%, and 7% did not know what they called themselves.

What groups do most people in America think is best?

A measurement was made of the children's perception of how Americans in general rate different groups. We asked them to give their opinions individually on the best group, second best group, to the worst group.

Most Americans prefer: Blacks 69%, Whites 22%, Hispanics 3%, Asians 3%, Native Americans 2%, and 1% felt that they would not have a preference. On the other hand, the worse group was: Asians 30%, Hispanics 26%, Whites 23%, Indians 15%, Blacks 4%, and 1% said no preference.

What group do your parents prefer?

The children felt that their parents preferred Blacks 88%, Whites 5%, Indians 3%, and less than 1% selected Asians. Two percent felt that their mothers had no preference and 2% did not know.

Color of Paper Selected

The Self Portrait Technique was first used by Porter (1971). Each child

was asked to select a piece of paper when shown eight pieces that were arranged in a set random order. The paper colors were two each of black, brown, tan, and white. They selected white 69% of the time, beige 28%, and surprising enough, black was selected for 3% of the choices. The color of paper is an indication of the flexibility of thinking that involves the use of colors in their drawings. They indicated flexibility and imagination in the choice of papers and the lively drawings that they made.

Attitudes Related to Skin Color

The children were asked a series of questions that focused on the skin color evaluations that are made within their own families. We know that skin color, and all of its many variations, has been an area of controversy and concern within Black families. In the past there has been a preference for those of lighter color, but that has changed somewhat as indicated by these results. However, there is a question of whether skin color preference has merely gone underground, for it is not discussed in many families, but is discussed in others. Because of the re-emergence of discussion about these issues, it was decided that assessments would be made. (See Table 24.)

The important consideration is that if skin color is not discussed, it may still be used as part of the evaluations that are made about the child, and therefore is a relevant part of the overall emphasis of Project SPIRIT.

Who do you think has the nicest skin color in family?

When this question was made no mention of the positive or negative desirability of any skin color had been or was made. If skin color was not an issue in the consideration of the evaluation that a child makes of himself, then it would be interpreted to be no differences in how skin color is viewed. However, there was not a non-preference in relation to the question, in fact children were easily able to identify a person with a preferred skin color.

The persons who were identified as having the preferred skin color were: mother 35%, siblings 13%, grandparents 16%, father 8%, other relatives (aunt, cousin, nephew) 16%, self 6%, and both parents 2%. Only 4% of the children said that "All are equal."

We then asked the children: "Is that person darker than you?" and "Is that person lighter than you?" To the question related to darker: 62% said that the person is the same color as they are, 29% said lighter, and 8% stated that they were darker. On the lighter question: 54% said they were the same color, 38% said that the person was lighter than they were, and 8% were darker.

The most obvious aspect of these questions is that the children did not say that the preferred person was darker. On the question of darkness, 91% of them indicated that the person was lighter or the same color. On the lightness question, 92% were the same or lighter. Only 8% answered to both questions that the person with the preferred color was darker. Obviously the tone of their skin color is an issue that has formed a part of their evaluation of themselves.

What skin color does your mother prefer?

Mothers were felt to prefer medium skin by 49% of the children, lighter skin by 26% of the children, and darker skin by 22%. The children indicated that 12% of their mothers liked the same color that the child was. Skin color was not relevant for only 4%, who stated that "It doesn't matter."

III Interviewers' and Children's Perceptions of Own Skin Color

A measure was included to obtain the interviewer's subjective assessment of the children's and their own color. The children were rated as being of medium (62%) and light (12%) skinned. They perceived 26% of the children to be dark. While equally subjective, during the evaluator's visits to the center, the children as a group, appeared to be more darker and to be more equally distributed over the skin color range.

The interviewers rated 89% of themselves as being of light or medium color (medium 84%, dark 12%, and light 5%). Again the element of subjectivity became evident, for observation would tend to give the impression that the interviewers were really distributed more evenly across the color spectrum.

The goal of Project SPIRIT should

be to move more children in the direction of the 4% of the children, who responded that all are equal. Efforts must be made to reinforce in a positive manner the way that children view themselves, regardless of the color of their skin.

Recommendations for 1988-1989

Based on the results of last year, the discussions with the consultants, the Project SPIRIT Resource Committee, the Project Director, and the staff in their fall meetings, several recommendations have been made for the 1988-89 school year.

1. Overall Testing and Roles of Site Coordinators

We need to be more rigorous with adhering to the schedules. This was a real concern that caused all of the subsequent steps to be tardy. The sites may need to be visited by the Project Director or the Evaluator, for the conduct and completion of the evaluation on time. When visits were made in the past, testing went on as scheduled. When we relied upon telephone contact as in the past year, testing was tardy except in a few places.

A. One site in particular, Oakland, had the best and the worst records for schedule adherence. Changes that have already been made should help this situation during the current year.

B. Atlanta had one person responsible for all of the testing. While this had definite advantages, the disadvantage is that, as happened, if this person becomes ill or a tragedy occurs, then all of the testing is put in jeopardy.

2. Children

A. Repeat all of the measures as last year.

B. For the older children, add The Piers-Harris Children's Self Concept Scale. The older children have "topped" The Engle Scale by the spring and it needs to be augmented with another scale. This scale has wide distribution and is very appropriate.

C. More attention will need to be placed on the components of the curriculum that focus on:

(1) The development and maintenance of positive self concepts;
(2) Curriculum experiences in Black pride, history, and of events that have shaped the world that relates to the children;
(3) The meanings that we place on skin color; and
(4) The development of positive educational and occupational goals.

3. Parents

A. Expand the pilot testing to the entire project.

B. It had been impossible to obtain permission to go into all of the schools' files. Therefore, procedures have been instituted that will have the parents bring in their children's report cards to a parents' meeting. The grades will be recorded by Project SPIRIT staff.

C. The same procedures will be used to obtain standardized math and reading results. There are different tests used in each of the three sites, but correlations will be run within each site.

D. Parents' recommendations and suggestions will be incorporated within the curriculum earlier, with the earlier testing.

4. Site Coordinators and Teachers

They will be incorporated into the evaluative process. This part of the evaluation had been planned during the first round of testing, but the rush of events had caused this evaluation form not to be developed and printed. This form is now ready to be administered. This will be done in the fall and again in the spring.

Quarterly reports will be filled out by both the teachers and coordinators. Suggested changes that are made will be incorporated into the ongoing program. This has been done, on an informal basis in the past, but will be more systematic this year.

They will be asked to indicate the changes in age appropriate behavior of the children's behavior, social relationships, interactions with their peers, parents' cooperativeness, and issues related to achievement activities.

APPENDIX

Supporting Tables

Table 1. Description of the Locations of 1987-1988 Project SPIRIT Churches			
City	**Church Site**	**n**	**%**
Atlanta		**83**	**33**
	Big Bethel AME	11	
	Allen Temple AME	21	
	Ebernezer Baptist	21	
	Mt. Moriah Baptist	18	
	New Hope COGIC	12	
Indianapolis		**65**	**26**
	Mt. Zion Baptist	22	
	St. Johns Missionary Baptist	24	
	True Victory COGIC	19	
Oakland		**105**	**42**
	Allen Temple Baptist	16	
	Amos Temple CME	26	
	Brookins AME	23	
	Faith Baptist	17	
	Good Samaritan COGIC	23	
TOTAL		**253**	**100**

Table 2. Description of the Project SPIRIT Children (n = 253)

Gender		Grades		Ages	
Groups	%	Groups	%	Groups	%
Boys	46	1-3	49	5-7	18
Girls	54	4-6	38	8-10	64
		7-9	13	11-13	19
TOTAL	100	TOTAL	100	TOTAL	101
				Median Age = 9	

Table 3. Description of Parents of Project SPIRIT Children (n=43)

Marital Status		Who lives in the house with you?	
Single	31		
Married	50	Husband	49
Single, coupled	14	Children Alone	42
Divorced	6	Children & Other Family	7
Separated	-	Other Man & His Children	2
Widowed	-	TOTAL	100
TOTAL	100		

Table 4A. Education of Parents of Project SPIRIT Children (n = 43)

Education	Mothers %	Fathers %
Masters or Doctorate	3	3
College Degree	3	-
Some College	30	31
Trade or Business School	9	-
High School	24	36
Less than High School	30	31
TOTAL	100	100

Table 4B. Occupation of Parents of Project SPIRIT Children (n = 43)

Occupation	Mothers %	Fathers %
Executive; Major Professional	-	-
Manager	8	5
Admin.; Personnel; Artist; Singers	15	2
Small Business Owner	-	2
Skilled	21	18
Semi-skilled; Work with hands	-	14
Unskilled	12	23
Unemployed	44	35
TOTAL	100	100

Table 4C. Income of Parents of Project SPIRIT Children (n = 37)

Income in Dollars			%
	less than	$9,699	33
$ 9,700	-	$14,599	22
$14,600	-	$19,599	8
$19,600	-	$24,599	27
$24,600	-	$29,599	-
$29,600	-	$34,599	-
$34,600	-	$40,000	-
	more than	$40,000	10
TOTAL			100

Table 5. Responses by Parents to Evaluation Questions (n = 43)

What was the source of your referral to Program?

Church	41%
Mailed bulletin	26%
Poster	26%
School	7%
TOTAL	100%

Has there been an improvement in behavior and attitude?
(1 = no improvement; 10 = great improvement)

Mean score: 7.24

Has there been a grade change?

Yes	75%
No	25%

How many children do you have in the program?

Mean = 2.12

What phase did you like about program?

Tutorial	41%
Living skills	26%
Both	33%

What does your child get out of the program?

Help with home work; math & reading	15%
Positive view of our history and contributions of our race	10%
Pride and good self esteem	10%
Group activities: games, field trips, art projects	7%
Combinations of above	37%
Desire for church and Bible study	12%
Other	10%
TOTAL	100%

Table 6. Parents' Evaluation of Project SPIRIT

What does your child like best about the Program?

History, positive contributions of the race	19%
Friendships	14%
Study time, help with homework	10%
Group activities and games	12%
Combinations of above	29%
Teachers	12%
Gifts	2%
Others	2%
TOTAL	100%

Parents' Recommendations for Project SPIRIT

None, stay the same	64%
More physical exercise	12%
Wish churches were closer, program was year-round	10%
More Biblical teachings	5%
More volunteers	3%
More parent volunteers	3%
Combinations of above	3%
TOTAL	100%

Would you recommend this Program to others?

Yes	98%	
No	2%	(1 person)

Table 7. Child Care Concerns of Parents of Project SPIRIT Children (n=40)

Who keeps children (all of them) after school?

Project SPIRIT	5%
Other family members	15%
Child care center	8%
Combination of care	13%
Parents	60%
TOTAL	100%

Who cares for children when they are ill?

Me (mother)	67%
Grandparent	14%
Family member/another child	12%
Combination of above	2%
No one	5%
TOTAL	100%

Table 8. Educational and Occupational Goals and Expectations of Children (n=253) and Parents (n = 37)

Educational	Aspirations/Goals	Expectations		Education Needs for Occup. Goals
	Children %	Children %	Parents %	Children %
Graduate school	8.0	10.8	10.0	32.9
College graduation	75.7	64.9	42.0	39.7
Junior college	0.0	4.0	18.0	6.8
Trade school	0.0	2.7	8.0	11.0
High school	13.5	10.8	15.0	2.7
Less than high school	2.8	2.8	8.0	4.1
Don't know	0.0	4.0	-	2.7
TOTAL	100.0	100.0	101.0*	100.0

Occupational	Aspirations/Goals	
	Children %	Parents % (n=40)
Lawyer, MD, judge, scientist	25.7	13
Minister, nurse, teacher, prof. sport	36.5	40
Artists, singers, personnel	8.1	20
Small business owner	0.0	
Policeman, fireman, secretary, post office	23.0	7
Work with hands, bus driver, mechanic	2.7	-
Waitress, unskilled	1.4	20
Unemployed, housewife/husband	0.0	-
Undecided	2.7	-
TOTAL	100.0	100

* due to rounding of decimals

Table 9. Non-significant, but Important Chi Squares

No Difference Found	
Improvement in behavior	
Gender	
Happiness	
Parents' occup. aspir. &	
Child's aspirations	Both high
Marital status	Both equally high
Parents' educ. expect. &	
Child's educ. expectations	Both expect college
Child's educ. aspirations	Both expect college
Child's occup. aspir. educ. requirements	Both expect college
Parents' actual educ. &	
Child's educ. aspirations	Parent less than high school, but child expects college
Child's educ. aspirations &	
Child's educ. expectations	College expected for both
Parent saw improvement in behavior	78% felt that child showed positive improvement; child aspired for college regardless
Child's occup. aspir. &	
Gender	Both sexes equal
Site	All three equal

Table 10. Significant Chi Squares of Child Data

Variables	Chi Square	*df*	*p*	Meaning
Pre Occup aspir. & Occup aspir. educ. requirements	24.11	12	.01	Consistently high on both
Happiness & Family happiness	36.37	6	.000	Happy in both
Self esteem				
Happiness & Smart	13.53	6	.03	High on both
Happiness & Happy	22.56	8	.004	High on both
Happiness & Kids like	24.33	6	.0005	High on both

Table 11. Intercorrelations of Children's Data

Variables		r	df	p	Meaning
Indianapolis					
Educ. aspir. & Educ. expect.		.514	62	.000	Both high
"	Occup. educ. require.	.390	57	.001	Both high
Educ. expect. &	Occup. educ. require.	.281	56	.02	Both high
Self esteem total & All SE scores				.000	All intercorrelated
No relationship found	Educ. aspir. & Self esteem, all scores Parent stress				
	Educ. expect. & Self esteem, all scores				
Oakland					
Educ. aspir. & Educ. expect.		.433	49	.001	Both high
"	Occup. educ. require.	.252	47	.03	Both high
Educ. expect. &	Occup. educ. require.	.421	47	.002	Both high
Self esteem Total & All SE scores				.000	All intercorrelated
Atlanta					
Educ. aspir. & Educ. expect.		.833	77	.000	Both high
"	Occup. educ. require.	.374	75	.000	Both high
Educ. expect. &	Occup. educ. require.	.505	75	.000	Both high
Self esteem Total & All SE scores				.000	All intercorrelated

Table 12. Gender Differences on Educational Goals and Total Self Concept Scores (n = 253)

Variables	Gender	n	Mean	SD	t	df	p
Educational Goals							
Educ. Aspir.	Male	86	4.45	1.51	0.19	175	ns
	Female	104	4.41	1.39			
Educ. Expect.	Male	84	4.71	1.50	1.23	171	ns
	Female	102	4.45	1.39			
Occup. Aspir.	Male	86	3.46	2.21	1.42	181	ns
	Female	105	3.01	2.20			

Table 13. Gender Differences Chi Square of Achievement Goals

Variable by Gender	X2	*df*	*p*
Educ. Aspirations	11.08	11	ns
Educ. Expectations		ns	
Occup. Aspirations		ns	
Occup. Aspir. Educ. Requirements	14.44	7	.04*

* Occup Aspirations	High School	College	Graduate or Professional Training
Boys	10	27	28%
Girls	4	56	23%

Table 14. Significant differences between Sites

Variables	X2	*df*	*p*	Meanings	
1. Educational aspirations	15.50	6	.02	Atlanta more college and graduate school.	
2. Grades	31.67	16	.01		
3. Family demonination	28.75	14	.01		
4. Parents attend frequent.	18.98	6	.004		
5. How religious parents were	5.89	2	.05	Fairly: Indianapolis; Very: Oakland & Atlanta	
6. Part of program parents liked	19.77	6	.003	Indianapolis: Tutorial Oakland: Living skills	
7. Race Attitude: White	9.78	2	.007		
8. Race Attitude: Asian	11.12	2	.003		
9. What do you call self	20.27	10	.03		
10. Nicest skin 18.88	10	.04			
11. Relation to subject (skin color)	30.47	12	.002	Grand>Siblings >Mother Oakland; Atlan.	
12. Color Mother prefers (D-L)	23.42	6	.0007	Med>Lighter>Darker	
13. Child's color	35.68	4	.000	Med > 77%	I
				Med > Light	O
				>Darker	A
14. Interviewer's color	79.78	4	.000	Med>Light (0 Dark)	I
				Med>Dark (0 Light)	O
				Med only (1 Int used)	A

Table 15. Comparison Between Sites on Major Variables

Non-significant differences between Sites were found:

1. Educational expectations
2. Occupational aspirations
3. Occupational aspiration required educational achievements
4. Parents education
5. How referred to Project SPIRIT?
6. Children's grade change
7. Would recommend Project SPIRIT to others.
8. How far do you think your child will go in school?
9. Attend Sunday school?
10. Church member?
11. Happiness scale
12. Family happiness
13. Total Engle self esteem
14. Color of paper selected
15. Race attitude: Hispanic
16. Relationship to subject on nicest skin color
17. Darker than subject
18. Lighter than subject
19. Groups parents prefer

Table 16. Levels of Perceived Stress in the Lives of the Parents (n=41)

Perceived Stress	Project SPIRIT Mean	Project SPIRIT Rank	*McAdoo Sample (n=318) Mean	*McAdoo Sample (n=318) Rank
Your work	7.24	1	5.08	3
Parenting	7.14	2	4.37	5
Health, safety	7.12	3	3.86	6
Finances	6.09	4	7.54	1
Housing	5.83	5	5.55	2
Race related	5.67	6	-	-
Gender related	5.61	7	-	-
Male-female relations	5.58	8	4.83	4
Legal areas	5.28	9	3.19	8
Personal relations	5.25	10	3.84	7
Personal habits	5.02	11	3.05	9
Overall Stress Score	72.63		41.26	
Highest possible score	110		90	

* McAdoo, Harriette. 1986. *Strategies Used by Black Single Mothers Against Stress.* In Margaret Simms and Julianne Malveaux (Eds.), *Slipping Through The Cracks, The Status of Black Women.* New Brunswick, NJ: Transaction Books, pp. 154-166.

Table 17. Religious Involvement of Children (n=253) and Parents (n=43)

Demoninations	Children %	Parents %	Parents Attend %
Baptist	49	74	12
Church of God in Christ	15	-	-
African Methodist Episcopal	10	5	12
Christian Methodist Episcopal	10	13	24
African Methodist Episcopal Zion	0	-	-
Other denominations	10	8	-
No church	1	-	53
Don't know	5	-	-
TOTAL	100	100	100

Attend Sunday School?		How frequently?	Child %	Parents %
Yes	74.0%	Every week	52.9	2
No	23.3%	1-2/month	29.4	37
Sometimes	2.7%	Few times year	7.4	21
		Never	10.3	40
TOTAL	100%	TOTAL	100.0	100

Children Church Members?		How religious are Parents?	
Yes	78%	Very religious	55%
No	22%	Fairly religious	45%
		Not religious at all	-
TOTAL	100%	TOTAL	100%

Table 18. Chi Square by Gender of the Religious Variables

Variable by Gender	Chi square	*df*	*p*
Sunday school attendance	10.06	4	.03*
Church membership	2.87	3	ns
Family demonination	4.16	7	ns
Parents attend frequently	2.24	3	ns

* 1 or 2 times	Few times/ Weekly	/Month	Year	Never
Boys	36	17	16	7
Girls	50	32	7	12

Table 19. Significant *t*-test Means

(All other differences were non-significant)

t-test of Pre Data:

Variable	Mean	Mean Diff.	*df*	*t*	*p*
12 Educational Expectations	4.15				
14 Occup Aspirations	4.37	-.22	177	.41	.000

Significant Post- and Pre-Test t-test:

Variable	Fall Mean	Spring Mean	Mean Diff.	*df*	*t*	*p*
Attend Sunday School	1.73	1.79	.06	32	.39	.03

Table 20. Self Esteem Scores

"Ladder Game"/ Self Esteem

	Fall 1987		Spring 1988				
	Mean	SD	Mean	SD	*t*	*df*	*p*
Overall Self Esteem Score	33.00	3.25	32.19	4.17	0.29	32	0.10
Smart	4.75	0.68	4.69	0.71			
Happy	4.73	0.65	4.56	0.91			
Kids like him/her	4.76	0.75	4.73	0.69			
Brave	4.66	0.81	4.59	0.78			
Ugly	4.80	0.68	4.70	0.78			
Strong	4.73	0.71	4.66	0.71			
Never follows rules	4.62	0.79	4.27	1.04			
Total Self Esteem by Gender							
Male	86	32.88	3.45		0.28	170	ns
Female	100	33.16	3.03				

No significant sex differences were found on the individual or Total Engle scores.

Table 21. Intercorrelations of Educational and Occupational Goals and Self Concept

Variables		r	df	p
Age & Total Self Concept*		-.222	194	.001
"	Smart	-.191	195	.004
"	Happy	-.161	194	.01
"	Kids like him/her	-.092	194	ns
"	Brave	-.171	194	.008
"	Ugly	-.115	192	.056
"	Strong	-.118	194	.05
"	Never follows rules	-.170	193	.009

* In each case of significance, the younger children had better self concepts. Or the older the child, the lower the self concept total score and the other self concept subscores become.

Age & Educational Aspiration		.205	192	.002

The older the child the higher the aspirations for their own education.

Table 22. Parents' and Children's Happiness Scale (n= 43)

Children's Happiness

	How happy do you feel?		How happy is your family?	
	Fall '87	Spring '88	Fall '87	Spring '88
Happy	77	85	73	81
So-so	19	14	27	14
Unhappy	4	1	0	2
TOTAL	100	100	100	100

Parents' Happiness (on a scale of 1-10: 10 = Very Happy; 1 = Very Unhappy)

In general, how happy do you think you are?	7.07
How happy are you with your present family situation?	5.73
How happy do you think you will be 10 years from now?	9.21
How happy or satisfied do you think your child will be?	8.58
Happiness Scale (out of possible 40 points)	28.21

Table 23. Racial Identification Questions

What do you call yourself?

	Pre %	Post %
Black	72	86
Afro-Amer.	11	6
Negro	10	7
Colored	1	1
Native Amer.	1	0
White	-1	0
Hispanic	-1	0
Don't know	3	0
TOTAL	100	100

What do your parents call themselves?

	Pre %	Post %
Black	70	79
Afro-Amer.	7	3
Negro	4	3
Colored	9	4
Native Amer.	1	3
White	1	1
Hispanic	-1	0
Don't know	8	7
	100	100

Color of Paper Selected

	Pre %	Post %
White	71	69
Beige	20	29
Brown	7	0
Black	2	3
TOTAL	100	100

Correct Racial Identity of Pictures Given

	Pre %	Post %
Black	100	100
White	87	89
Asian	80	83
Hispanic	45	55
TOTAL	100	100

Preference for Racial Groups of Americans in General (n=253)

	Best Group		Worst Group	
	Pre %	Post %	Pre %	Post %
Blacks	69	61	4	1
Whites	22	21	23	19
Hispanics	3	1	26	31
Asians	3	3	30	22
Indians	2	9	15	24
No prefer.	1	5	1	3
Don't know	-	-	-	-
TOTAL	100	100	100	100

Table 24. Attitudes Related to Skin Color

Who do you think has the nicest skin color in your family? (n=68)

	Pre %	Post %
Mother	27	35
Grandparents	12	16
Siblings	19	13
Other relatives	24	16(aunt, cousin, nephew)
Father	6	8
Self	7	6
All are equal	3	4
Both parents	2	2
TOTAL	100	100

Is that person darker than you?

	Pre %	Post %
Same	62	52
Lighter	29	33
Darker	8	14
Don't know	1	-
TOTAL	100	100

Is that person lighter than you? (n=184)

	Pre %	Post %
Same	54	48
Lighter	38	45
Darker	8	7
Don't know	1	-
TOTAL	100	100

What skin color does your mother prefer?

(n=189)	Pre	Post
Black	88	77
Medium	49	32
Light	26	38
Dark	22	25
Same as child	2	-
Doesn't matter	4	-
No Preference	2	4
Don't know	2	3

Group that Parents Prefer?

(n=197)	Pre	Post
Indian	3	7
Hispanic	-	4
White	5	2
Asian	-1	3

Interviewers' Subjective Perception of:

	Child's color		Interviewer Color	
	Pre % (n=181)	Post % (n=66)	Pre % (n=179)	Post % (n=66)
Dark	26	29	12	53
Medium	62	55	84	47
Light	12	17	5	-
TOTAL	100	100	100	100

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The Congress of National Black Churches is solely responsible for its contents.